

Inspection of Challney High School for Girls

Addington Way, Luton, Bedfordshire LU4 9FJ

Inspection dates: 14–15 January 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act

What is it like to attend this school?

The belief that all pupils can develop the skills and confidence to become 'influential women of the future' is threaded through every aspect of school life. Staff and pupils share this ambition. Expectations are high. Pupils live the school's values of respect, readiness to learn and resilience. Classrooms are places where pupils can be curious, questioning and unafraid to make mistakes. Pupils willingly work hard, do not give up and actively support each other so that everyone can flourish.

Pupils value the many opportunities to widen their experience of the world. They participate fully in the extensive extra-curricular programme. The 'memorable experiences' days allow all pupils to try new things and develop new interests. Pupils work to improve the lives of others. They raise thousands of pounds every year for local and international causes.

Pupils have no concerns about bullying. They show considerable maturity when talking about people's differences and how, in school, they are accepted for who they are.

Pupils are proud of their school. School council members could not think of one thing they would change. Pupils and teachers respect and value each other. Pupils told us that teachers go out of their way to offer help and support.

What does the school do well and what does it need to do better?

Leaders, trustees and governors are unswerving in their determination to raise achievement and develop pupils' character. This has a hugely positive impact on pupils' life chances. Leaders have designed a curriculum that meets the needs of pupils and the local community exceptionally well. Pupils make substantial gains in their knowledge, skills and understanding over their time at the school.

Leaders have successfully raised pupils' aspirations. More pupils are studying the subjects that make up the English Baccalaureate, particularly French and Spanish. Leaders strongly promote science and information technology because these skills are highly sought after by local industry. Increasing proportions of pupils go on to study academic courses when they leave school. Leaders' joined-up thinking helps pupils to develop the attitudes and confidence they need to benefit from these opportunities.

The school is a lively, harmonious place to be. Leaders successfully promote a culture of teamwork, aspiration and trust. Teachers try new things and then share what has worked. They have time together to think very carefully about what pupils need to know, remember and understand. Teachers use their frequent checks on pupils' understanding to expertly adapt their planning.

Teachers use a variety of ways to help pupils remember what they have learned. In mathematics, for example, lessons always begin with a rapid recap of previous learning.

In key stage 3, pupils enjoy learning in a wide range of subjects. Leaders have filled gaps that were previously in the curriculum. For example, the addition of music and drama has been extremely popular. Pupils broaden their ideas and get to learn about other cultures and art forms.

Leaders and teachers have high ambitions for pupils with special educational needs and/or disabilities (SEND). Pupils with SEND play a full and active role in school life. They achieve exceptionally well because teachers are highly skilled at adapting their planning and teaching to meet pupils' different needs.

The personal development curriculum is a huge strength of the school. It contributes significantly to helping pupils to build their self-esteem, self-belief and confidence. Pupils speak with conviction about their future ambitions. They are well informed and determined to make the most of their opportunities.

Teachers strive to give pupils the tools they need to succeed in the wider world. For example, pupils learn how to run an effective fundraising campaign, which is why their charity work is so successful. Pupils learn how to debate and present their ideas. They speak confidently. All teachers ensure that pupils gain the vocabulary they need to make themselves heard. Pupils readily share their ideas and are generous in supporting their classmates.

People are important at Challney High School for Girls. Staff feel valued and respected. Leaders take staff members' training and development seriously. Pupils' well-being and success are at the heart of everything the school does.

Safeguarding

The arrangements for safeguarding are effective.

All staff are well aware of the issues that pupils face in the community. The safeguarding team has worked tirelessly to build good relationships with families so that the right support is provided when pupils require extra help. Records show how tenacious staff are when trying to get the right help in place for a vulnerable pupil.

Pupils learn about managing risks within the highly effective personal development programme. This considers local issues, as well as helping pupils to keep themselves safe when online and when out of school.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144312
Local authority	Luton
Inspection number	10121326
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Girls
Number of pupils on the school roll	1,046
Appropriate authority	Board of trustees
Chair of trust	Lorraine Thomas
Headteacher	Joanne Mylles
Website	www.challneygirls.luton.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Challney High School for Girls joined The Chiltern Learning Trust in March 2017. When its predecessor school, known by the same name, was inspected by Ofsted in 2015, it was judged to require improvement.
- Almost all pupils are from minority ethnic heritages. Many speak English as an additional language, although few are at an early stage of learning English.
- The school serves a community of high economic deprivation.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- During the inspection, we carried out deep dives into English, mathematics, science, geography, music and personal, social, health and economic education. For each of these subjects, we met with subject leaders, visited lessons, talked to pupils about their work and met with teaching staff to discuss the school's approach to curriculum delivery.

- We visited lessons in other subjects, including religious education, physical education, history, design and technology, and drama.
- We also attended an assembly and visited form time.
- We met with the headteacher and members of her senior team responsible for various areas of the school's work, including SEND, safeguarding, careers guidance and attendance.
- I met with the chair and one other member of the local governing body and three representatives from The Chiltern Learning Trust, including the chief executive officer.
- We met with several groups of pupils and staff to gather their views of the school, as well as considering the results of the staff survey.
- During the inspection, we were contacted by various stakeholders who wanted to share their experiences of the school. We also considered the 61 responses to Parent View, Ofsted's online parental questionnaire.
- We reviewed safeguarding arrangements by checking the school's approach to staff recruitment, scrutinising policy documents and meeting with the designated safeguarding lead.

Inspection team

Lesley Daniel, lead inspector	Ofsted Inspector
Brenda Watson	Ofsted Inspector
John Craig	Ofsted Inspector
Duncan Ramsey	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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